

Special Populations Research Review

Advanced Learning Task Force Meeting

Twice Exceptional (2e) Definition

McClain, Mary-Catherine & Pfeiffer,
Steven. (2012).

National Association for Gifted
Children (2015).

No unified way to define the twice exceptional students!

Identification of gifted students...

- 48 states have established definitions of giftedness.
 - Gifted and talented is used in 27 states definition (54%)
 - 18 states (36%) use only the term gifted.
 - 3 states use the term highly capable/high ability (6%)
 - **24 states have changed or modified their definition of giftedness over the past decade.**
- 32 states reported a mandate related to gifted and talented education, for student identification, services or both.
- 23 states required gifted education strategies aligned with special education, especially FAPE (free and appropriate public education), non-discriminatory testing, dispute resolution, and due process.

Twice Exceptional (2e) Definition

(Baldwin, Baum, Pereles, & Hughes, C. (2015).

(Reis, Baum, & Burke, 2014).

The definition of Twice Exceptional (2E) :

- Twice exceptional individuals evidence exceptional ability and disability, which results in a unique set of circumstances. Their exceptional ability may dominate, hiding their disability; their disability may dominate, hiding their exceptional ability; each may mask the other so that neither is recognized or addressed. (Baldwin, Baum, Pereles, & Hughes, C. (2015).
- Twice-exceptional learners are students who demonstrate the potential for high achievement or creative productivity in one or more domains such as math, science, technology, the social arts, the visual, spatial, or performing arts or other areas of human productivity AND who manifest one or more disabilities as defined by federal or state eligibility criteria. These disabilities include specific learning disabilities; speech and language disorders; emotional/behavioral disorders; physical disabilities; Autism Spectrum Disorders (ASD); or other health impairments, such as Attention Deficit/Hyperactivity Disorder (ADHD). These disabilities and high abilities combine to produce a unique population of students who may fail to demonstrate either high academic performance or specific disabilities. Their gifts may mask their disabilities and their disabilities may mask their gifts (Reis, Baum, & Burke, 2014).

2e 50 Years of Journeys

To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Public-Law 94-142 (1975)

a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children

Individuals with Disabilities Education Improvement Act (IDEA, 2004)

The Gifted and Talented Children's Education Act (1978)

A bill to amend the Elementary and Secondary Education Act of 1965 to establish programs for special assistance to gifted and talented children, and for other purposes.

- 2e
 - Comprehensive assessments for both gifted and disabilities.
 - Universal screening for students' performance.
 - 3 levels of services to support learning and behavior needs
 - Evidence-based interventions available
- ELL
 - Home language testing vs. use an interpreter during the testing.
 - Use of nonverbal assessments (it should never be used in isolation)
 - Use of local norm

To Be Gifted & Learning Disabled. Baum, Schader & Owen (2017)

Identifying Gifted and Talented English Language Learners (2008). Iowa Department of Education

Effective Identification

- Problem solving team/system
- Tiered intervention support
- Strengths based programming
- The range of services (continuum of support)
- Training opportunities for staff

Baum and Owen (2017)

Effective Programming

Key Terms

- **Problem Solving Teams/System:** a collaborative team that meets to evaluate student data and create an action plan, develop interventions.
- **Strengths Based Programming:** developing a child-centered programming that is "strengths-based." Strengths-based is defined as curricular and instructional approaches that are differentiated to align with student's strengths, learning/cognitive styles and profiles of intelligences.
- **RTI:** Response to Intervention. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.
- **Inclusive Setting:** inclusive setting is a place where children with all abilities learn together. In an inclusive setting, children with disabilities learn alongside with children with both average (typically developing) and exceptional abilities
- **MTSS:** Multi-Tiered of Systems of Support is often defined by each district on how they use this term. Some use RTI and MTSS as synonym. But usually, "multitiered systems of supports" is used as an umbrella term that encompasses both response to intervention and positive behavioral interventions and supports.
- **Cluster Grouping:** It is defined as the intentional placement of a group of high achieving or gifted students in an otherwise heterogeneous classroom with a teacher who has both the background and willingness to provide appropriate challenges for these students.
- **Curriculum Compacting:** Curriculum compacting is a process to "streamline" and modify the grade-level curriculum by eliminating material that students have previously learned.

	Gifted	Disability	Other notes
Maryland Montgomery County Public Schools	Universal screening in Grade 2 (all kids) and a rescreening of students in Grade 3-5.	Follow the IDEA process and information becomes available about their strengths and challenges. The info revealed by this process may serve to identify students as gifted who otherwise might be unidentified.	MCPS tracks the info of the current students who they serve GT/LD and use that local norm/info to help in identifying those students who may warrant extra support or services.
Colorado Denver School District	Universal screening in Grade K, 2 and 6 (all kids). Other students can be referred for testing as well. Collect the body of evidence (intellectual ability, behaviors/characteristics, demonstrated performance, and achievement)	Follow the IDEA process as well as Exceptional Children's Educational Act 1 CCR 301-8 (the State administration rules for gifted and special education services)	The Colorado Department of Education publishes the 2e handbook and offer the annual 2e training to all educators/school staff.
Idaho (West Ada School District)	Gifted and Talented program allows for many points of entry. They begin testing students for services in 1 st grade and continue to offer identification testing through eighth grade. Use the RTI for identification.	Follow the IDEA process.	The Idaho Department of Education publishes the 2e handbook.
New Mexico (Albuquerque Public Schools)	Gifted education is under the Special education in the state. The range of services are defined in their IEP (but the State handout is very clear that their gifted services won't be align with the FAPE definition since the IDEA doesn't recognize the "giftedness" as a type of disability.	Follow the IDEA process. For gifted only student, the district has the guideline (timeline) for developing an evaluation and an annual plan.	The New Mexico has the Gifted handout including sections about both gifted and special education services (and overlaps of).

Identification Practices

	Common Practices	Intensive/Self contained	Other notes
Maryland Montgomery County Public Schools	Effective interventions are outlined (the handout). All schools provide the enrichment for gifted learners.	The Primary Magnet (Grade 1 & 2 with limited seats), Center for Enriched Studies for Grade 4-5 (9 sites). Gifted and Talented magnet program provides an educational option for grade 6 th and above.	Wings Mentor Program (for 2e students. 8wks program at their child's school). Self-contained Grade three 2e program. Also the similar program becomes available at middle school level. 2e support request is available for staff
Colorado Denver School District	ALL schools in the district are responsible for meeting the needs of identified gifted and talented students. Services range from, pull-out, cluster grouping, curriculum compacting, & a variety of enrichment opportunities.	The Gifted and Talented magnet program provides an educational option for students in grades 1 through 8 to apply for center-based programming at one of the Magnet Program sites (top 1-2%).	
Idaho (West Ada School District)	Use the RTI to meet the needs of all learners.	In second grade, services are provided at the home campus by one of our GT Facilitators. Beginning in third grade, families and students have two options. one option is a weekly pull out. We bus students one day a week from approximately 9:30-1:30 to one of five GT centers. During this time students work on units and projects that are aligned to standards but allow for creativity and collaboration. The other option is our self-contained classrooms. We currently have three schools that house this program.	
New Mexico (Albuquerque Public Schools)	All schools are expected to serve their child in inclusive setting. Use the RTI to meet the needs of all learners. For also gifted, Tier 2 intervention is "expected" before they move the Tier 3/further evaluation for services.	Staffing ratio set by the State.	The cluster grouping is stated as the best practice in general education setting.

Program Practices

Reading to Expand the Knowledge

- **The Mythology of Learning, Part 1 Abandoning Deficit Models:
A Paradigm Shift** By Carl Sabatino

http://www.2enewsletter.com/article_myths_1.html